

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF ARTS AND
BACHELOR OF SCIENCE DEGREE IN PUBLIC HEALTH
AT UW-EAU CLAIRE
PREPARED BY UW-EAU CLAIRE**

ABSTRACT

The University of Wisconsin-Eau Claire proposes to establish a Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degree in Public Health within the Watershed Institute for Collaborative Environmental Studies (Watershed Institute) in the College of Arts and Sciences. Public health is an interdisciplinary field that takes a population-based approach to improving the health and well-being of people and communities. The development of this program responds to demand by students for undergraduate education in public health and by employers representing the public, private, and non-governmental sectors seeking well-trained public health professionals. Establishing this interdisciplinary program will equip students with the knowledge and skills to understand the distribution and determinants of human health and disease and to develop interventions to preserve and promote health and well-being. Graduates from this program will be well-prepared for entry-level public health careers in the public, private, and non-profit sectors as well as graduate-level study. The program is comprised of 36 credits of the 120-credit degree which will allow completion of all liberal education and other university requirements within four years. The 36-credit major consists of three components: (1) a set of core courses; (2) a coherent group of elective courses from a variety of academic domains; and (3) a capstone or culminating experience to allow students to demonstrate and apply their public health knowledge and skills to real world public health issues.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Eau Claire

Title of Proposed Program

Public Health

Degree/Major Designations

Bachelor of Arts or Bachelor of Science

Mode of Delivery

Single institution, using primarily face-to-face instruction

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over five years. By the end of year 5, it is expected that just over 120 students will be enrolled in the program and 32 students will have graduated from the program. These projections are based on the latest university retention and graduation rates for the first-year cohort that started in Fall 2012 (https://universityofwieauclaire.sharepoint.com/sites/IR/Pages/factbook_rgt.aspx) and expected levels of students transferring from other majors to the Public Health major (assumed 6

students per year changing to public health major in their second year). New student enrollment projections are informed by the trends in enrollment levels in the new public health minor, increased enrollment in courses related to environmental public health, healthcare administration, nursing, and other health-related programs, and a review of newly established public health majors in arts and sciences colleges across the country.¹

Table 1: Five Year Degree Program Enrollment Projections (Headcount)

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	18	24	32	40	50
Continuing Students	6	25	47	69	74
Total Enrollment	24	49	79	109	124
Graduating Students			2	13	32

Tuition Structure

Students will be assessed the standard undergraduate tuition and fees at UW-Eau Claire. For the 2018-19 academic year, tuition and segregated fees for full-time students per semester will total \$8,900 for residents of Wisconsin and Minnesota, \$17,100 for non-residents, \$12,000 for students participating in the *Midwest Student Exchange Program*, and \$13,500 for students participating in the *Return to Wisconsin* program. These figures include segregated fees of \$727.35 per semester. Full time students will be able to complete all degree requirements in eight semesters. For students enrolled part-time in the major, the residential costs of tuition and segregated fees are \$367.53 per credit. We do not anticipate any additional special course fees at this time.

Department or Functional Equivalent

Watershed Institute for Collaborative Environmental Studies (Watershed Institute)

College, School, or Functional Equivalent

College of Arts and Sciences

Proposed Date of Implementation

Fall 2019

INTRODUCTION

National organizations have identified public health as an undergraduate educational pursuit with significant unmet demand. In recognizing the need for a strong public health infrastructure and workforce, Healthy People 2020 includes the objective to increase the proportion of 4-year colleges and universities that offer public health or related majors and/or minors.² The American Association of Colleges and Universities’ goals are to bring undergraduate study of integrative public health to all institutions of higher education to foster interdisciplinary and inter-professional collaboration, and to link with other initiatives that address human health.³ To meet this growing demand for

¹ Resnick B, Selig S, Riegelman R. 2017. An examination of the growing US undergraduate public health movement. *Public Health Reviews* 38:4.

² Healthy People 2020. Washington, DC: U.S. Department of Health and Human Services (HHS), Office of Disease Prevention and Health Promotion. Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/public-health-infrastructure/objectives>.

³ Association of American Colleges & Universities (AAC&U). *The Educated Citizen and Public Health*. Retrieved from https://www.aacu.org/public_health.

undergraduate public health programs, UW-Eau Claire proposes the establishment of a public health major with options to pursue either a B.A. or B.S. degree.

Rationale and Relation to Mission

The proposed B.A. and B.S. in Public Health aligns with UW-Eau Claire's 2016-2020 Strategic Plan including the Plan's commitment that all students will be prepared to take their place in the world and make lasting contributions to the workplace and to society (<http://www.uwec.edu/chancellor/stratplan/>). The public health degree's emphasis on interdisciplinary and experiential learning also aligns with UW-Eau Claire's Academic Master Plan which emphasizes transformative academic, social, and cultural high impact experiences and a commitment to liberal education. Through collaborations with community hospitals, including the groundbreaking research partnership established in 2017 between UW-Eau Claire and the Mayo Clinic Health System, and private sector and non-profit institutions, students will have increased opportunities for civic learning and high-impact capstone experiences. UW-Eau Claire's designation as a Center of Excellence for Faculty and Undergraduate Student Research Collaboration within the UW System ensures robust opportunities for students to engage in faculty-mentored public health research (see <http://www.uwec.edu/ORSP/about/excellence.htm>).

The proposed Public Health major will support the UW-Eau Claire Guidepost Goal of 20% enrollment of students of color and elimination of the opportunity gap (<https://www.uwec.edu/files/60/2016-Strategic-Plan-WEB-FINAL.pdf>). National enrollment trends show that public health attracts greater numbers of women and underrepresented minorities compared to all other academic majors⁴.

We are proposing to offer both a B.A. and a B.S. in Public Health to meet each student's interests and career goals. Curricular offerings and expertise from several academic departments and programs provide a broad-based, interdisciplinary approach to understanding population health, as represented in its core curriculum, and electives that draw from biology, chemistry, communication, economics, English, environmental studies, environmental public health, geography, health care administration, kinesiology, mathematics, nursing, philosophy, psychology, social work, and sociology. Students in the proposed degree will also have access to the UW-Eau Claire William J. and Marian A. Klish Health Careers Center, which provides students with relevant graduate/professional school advising as well as information and advising on career opportunities in a variety of public health and related fields (see <https://www.uwec.edu/news/news/a-center-for-health-careers-278/>).

Need as Suggested by Current Student Demand

High student demand for the public health major is reflected by the growth in the number of undergraduate degrees granted in this field. Nationally, degree completions among students graduating with a baccalaureate in public health have increased from 759 in 1992 to 10,938 in 2015. Between 2005 and 2015 alone, growth in completed undergraduate public health degrees exceeded 500%. From 2008–2012, the baccalaureate in public health was ranked among the top 10 fastest-growing majors among mid-size and larger undergraduate programs in the U.S.^{4,5}

At UW-Eau Claire, interest in health-related majors has been growing. For example,

⁴ Leider JP, et al., 2015. Characterizing the growth of the undergraduate public health major: U.S., 1992-2012. *Public Health Rep*; 130(1):104-13.

⁵ Association of Schools and Programs in Public Health (ASPPH), 2017. Characterizing Undergraduate Public Health Education within the Academic Public Health Continuum [webinar]. Retrieved from <http://www.aspph.org/event/aspph-presents-characterizing-undergraduate-public-health-education-within-the-academic-public-health-continuum/>.

between the 2011/2012 academic year and the 2017/2018 academic year the health care administration program grew by 145%, communication sciences and disorders by 43%, nursing by 34%, and social work by 20%. The addition of the B.A./B.S. in Public Health will complement UW-Eau Claire's existing array of health-related majors and attract additional students seeking a health-related career. Not only will the proposed Public Health major meet and strengthen student demand for health-related education and training, but it will relieve pressure on highly subscribed majors such as health care administration, environmental public health, and our highly competitive nursing program which cannot admit many highly qualified students due to limited capacity. Adding the Public Health major will offer options to students not admitted to their first-choice major and will likely improve retention of UW-Eau Claire students. The Public Health major also offers students with the opportunity to engage in a non-clinical health major and career.

A final indication of strong student demand for the public health major is demonstrated by the high enrollment of students during the first year of the public health minor. As of October 2018, the minor has 39 students who are pursuing a breadth of majors representing all four colleges (Arts and Sciences, Business, Education and Human Sciences, and Nursing and Health Sciences).

The proposed major will provide relevant degree options for current students and is projected to result in 120 declared majors by year five of the program's existence. We believe the demand is sustainable and will not have a significant negative impact on other health-related majors. The proposed B.A./B.S. in Public Health will complement these programs and will round out UW-Eau Claire's health-related offerings.

Need as Suggested by Market Demand

Currently, Wisconsin faces a shortage of trained and skilled public health workers. As the public health workforce ages, this shortage is expected to worsen in Wisconsin.⁶ A national survey of government-funded public health workers indicated that 38% expect to retire or leave their positions by 2020.⁷ Job prospects for graduates with public health degrees are very promising. Between 2014 and 2024, the Wisconsin Department of Workforce Development projects growth rates in occupations for public health graduates to range from 9.4 to 40.4%.⁸ Over this same timeframe, the Bureau of Labor Statistics projects employment in public health fields nationally to grow between 6% and 13%.⁹

A baccalaureate degree with a major in public health will prepare students for a wide variety of career options. A recent study of 1,349 graduating public health undergraduates found that 65% were employed in a variety of sectors (including for-profit organizations, health care organizations, government, non-profit organizations, academic institutions, and others), 26% were enrolled in further study, and the remaining 9% pursued other options.⁵ Also, graduates with a public health undergraduate degree are well-positioned for admission to graduate school in medicine, dentistry, public health, toxicology, urban planning, and other fields.

⁶ Wisconsin Department of Health Services, Division of Public Health, Office of Health Informatics, Population Health Information Section, July 2011. Wisconsin Public Health Workforce Report, 2011 (P-45719-11). Retrieved from <https://www.dhs.wisconsin.gov/stats/phwreport.htm>.

⁷ de Beaumont Foundation and Association of State and Territorial Health Officials, 2015. Information to Action: Workforce Data of Public Health WINS-Summary Report. Retrieved from <http://www.astho.org/phwins/National-Summary-Report-of-Workforce-Data/>.

⁸ State of Wisconsin Department of Workforce Development. Wisconsin Long Term Occupational Employment Projections, 2014-2024. Retrieved from <https://jobcenterofwisconsin.com/wisconomy/pub/occupation>.

⁹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17. Retrieved from <https://www.bls.gov/ooh/>.

Emerging Knowledge and Advancing New Directions

In June of 2017, UW Eau-Claire reached an agreement with the Mayo Clinic Health System to embark on a collaborative research partnership. UW Eau-Claire is one of only two academic institutions in the U.S. selected by Mayo Clinic Health System to engage in a cooperative research agreement. This initiative offers new directions for advancing both individual- and population-based health research. Students enrolled in the B.A./B.S. in Public Health will have opportunities to engage in innovative and cutting-edge public health research with collaborators from both institutions.

Under a UW System restructuring agreement, the University of Wisconsin-Barron County has become a branch campus of UW-Eau Claire and is now officially known as UW-Eau Claire – Barron County. This partnership will create opportunities for students pursuing the Associate of Arts and Sciences degree with interests in several areas, such as biological sciences, economics, environmental science, pre-nursing, psychology and sociology to complete a bachelor's degree in public health at UW-Eau Claire. In addition, the Barron County branch has established significant relationships with K-12 schools in northwest Wisconsin as well as Native American and Somali communities. This provides opportunities to expose K-12 students to the field of public health and meet the goal of increasing the diversity of students who attend UW-Eau Claire.

DESCRIPTION OF PROGRAM

General Structure

The proposed interdisciplinary Public Health major will be housed in the College of Arts and Sciences and administered by the Watershed Institute. The Watershed Institute is also the administrative home for the well-established professional major in environmental public health (ENPH) and the recently launched and quickly growing interdisciplinary public health minor. The Watershed Institute has demonstrated experience administering interdisciplinary programs of study emphasizing the health and sustainability of human and ecological communities. Additionally, Watershed faculty and collaborators from multiple departments across all four UW-Eau Claire colleges have expertise and proficiency in teaching classes across all core areas of the public health curriculum.

The proposed major will consist of three components: a set of seven core courses, elective courses from a variety of disciplines, and a capstone or culminating experience. The core courses will provide an overview of the U.S. health care system, the special role of public health in policies and delivery systems that affect population health, and a basic understanding of the five core areas of public health knowledge: biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences. The electives will allow students to acquire knowledge and skills in a variety of domains that reflect their academic and professional interests, such as administration/policy, biomedical and health sciences, communications, healthy and sustainable communities, quantitative and qualitative research methods, and social sciences and humanities. The capstone experience will provide students with the opportunity to demonstrate their ability to integrate, synthesize, and apply their knowledge through a variety of mechanisms, which may be completed in collaboration with stakeholders from governmental, non-governmental, and/or private organizations in community-engaged service or research. These capstone experiences may be project-based or result in seminars, portfolio projects, or research papers.

Institutional Program Array

The proposed standard major in Public Health leading to the B.A./B.S. degree will be built upon a liberal education framework.¹⁰ This will distinguish the proposed major from the long-standing, well-regarded UW-Eau Claire comprehensive major in environmental public health (ENPH) that leads to the Bachelor of Science in Environmental Public Health (B.S.E.P.H.) degree. Public health looks at the determinants of population health through the broad lens of social, economic, cultural, health and environmental conditions and policies at the global, national, state and local levels.¹¹ Environmental public health is the distinctive component of public health that considers how the quality of social, built, and natural environments influence health outcomes. The proposed Public Health standard major and the existing ENPH comprehensive major reflect this breadth and focus, respectively. The liberal education approach of the proposed Public Health major and the professional education framework of the current ENPH major complement one another, and will round out UW-Eau Claire's offerings in public health.

As a standard major, Public Health will require students to complete a second academic program (certificate, minor or another standard major). More students are pursuing academic options beyond a single major to enhance their return on investment in higher education.¹ This allows students to broaden their skills and to assemble an academic portfolio to meet their academic and professional goals without reducing enrollment in other majors. Hence, some students may prepare themselves for entry-level positions in public health, some for admission to post-baccalaureate health professional schools (e.g., medicine, dentistry, pharmacy, optometry, and the like) and some to incorporate health into their chosen field, including those not thought of as traditional health sciences (e.g., economics, law, urban planning, and the like).

Other Programs in the University of Wisconsin System

Although several UW institutions offer programs related to public health, no UW System university offers a program comparable to the one proposed. UW-Oshkosh offers a B.S. in environmental health that prepares graduates to be registered environmental health specialists or certified safety specialists. UW-La Crosse offers the B.S. in public health and community health education that prepares graduates to be health educators and to sit for the certified health education specialist examination. Recently, UW-Milwaukee's Zilber School of Public Health, received approval for a B.S. in Public Health that is built on a professional education framework in contrast to the liberal education framework proposed for UW-Eau Claire. The proposed UW-Eau Claire liberal education B.A./B.S. in Public Health provides a distinctly different pathway for students to prepare for and contribute to the field of public health and other health-related disciplines.

Collaborative Nature of the Program

The proposed Public Health major will be a collaborative interdepartmental major at UW-Eau Claire. While the Watershed Institute will be the administrative home of the major, curricular offerings and expertise will draw heavily upon faculty, staff and courses in disciplines from across all four UW-Eau Claire colleges. The emerging relationship between UW-Eau Claire and the Mayo Clinic Health System and the long-standing relationships between UW-Eau

¹⁰ Kiviniemi MT, Mackenzie SL, 2017. Framing undergraduate public health education as liberal education: Who are we training our students to be and how do we do that? *Front Public Health*; 5(9): doi: 10.3389/fpubh.2017.00009.

¹¹ Institute of Medicine (IOM), 2003. *Who Will Keep the Public Healthy in the 21st Century?* Washington, DC: National Academy Press.

Claire and regional health departments will provide additional collaborative opportunities for students enrolled in the B.A./B.S. in Public Health.

Diversity

Because the study of public health addresses issues of privilege, justice and access to health services, this major will increase students' awareness of and engagement in issues of equity, diversity, and inclusivity. Currently, women and underrepresented minorities comprise a greater proportion of students earning a degree in public health than they do among students earning a degree in all fields in the United States.⁴ Therefore, recruitment and retention of women and underrepresented minorities will be positively affected by the introduction of a public health major.

As an institution, UW-Eau Claire is committed to efforts to ensure that women and underrepresented minorities have access to educational opportunities. In 2015, UW-Eau Claire Chancellor James Schmidt established an Equity, Diversity and Inclusivity (EDI) Implementation Team to develop specific actions to increase enrollment of students of color to 20% by 2024 and to eliminate opportunity gaps. The efforts of the Chancellor and Implementation Team have already led to substantive actions including the hiring of an Assistant Vice Chancellor to provide cabinet-level guidance, oversight, and support to meet the EDI goals, development of recruitment efforts focused on communities of color, and the addition of equity, diversity, and inclusivity questions on course evaluations.

Faculty across all UW-Eau Claire departments are fully committed to helping students overcome inclusion challenges in a variety of disciplines. These efforts reflect the campus-wide commitment to equity, diversity, and inclusivity. Specifically, faculty contributing to the B.A./B.S. in Public Health major have engaged in outreach programs by traveling to schools and engaging in community outreach presentations to connect faculty with a wide array of students, especially students of color and first-generation students. For example, the mathematics department sponsors an annual Sonia Kovalevsky Day, which brings middle and high school girls from across the region to UW-Eau Claire. This project aims to expose young women to opportunities available in math and science by creating fun and exciting experiences through hands-on activities, workshops, discussions, and a math competition. The project has been especially successful in reaching out to young women of color.

Departments collaborating on this public health major also have a long history of supporting undergraduate research and including students from underrepresented groups in their research. The Office of Research and Sponsored Programs (ORSP) and departments provide travel support for students presenting research at conferences. These funds reduce costs to students and expand access to conferences and other professional experiences. Since 2006, ORSP's diversity mentoring program has increased participation by students of color in undergraduate research. The proportion of students of color participating in research is now at parity with the proportion of students of color on campus.

In addition to the examples already provided, many students in UW-Eau Claire's Ronald E. McNair scholars program have successfully completed, or are currently involved in, advanced research with faculty members in collaborating disciplines. The McNair scholars are part of a federally-funded TRIO program to provide students from historically underrepresented groups with academic and scholarship support to help them achieve the goal of attending graduate school and obtaining an advanced degree.

Student Learning Outcomes and Program Objectives

The interdisciplinary Public Health major provides a curriculum that will be structured around the following student learning outcomes:

1. Explain the fundamental concepts, values, and philosophy of public health, including the history of public health as well as its contemporary global and societal functions.
2. Describe the current U.S. healthcare system and the role of public health in addressing policies and delivery systems that affect population health.
3. Describe and apply the qualitative and quantitative methods and approaches that are employed in population-based disease prevention and health promotion.
4. Explain how the intersections of historical, socioeconomic, behavioral, biological, cultural, and environmental factors impact human health and contribute to health disparities.
5. Apply evidence-based decision-making and critical thinking skills to evaluate population health problems and their potential solutions.
6. Communicate public health concepts and issues across multiple audiences using multiple media.

The curriculum supporting these six student learning outcomes will provide foundational knowledge, opportunities to test and apply public health concepts through high impact learning experiences, and integrative learning necessary for understanding and addressing the multiple factors associated with population health. This curriculum will also provide students with core public health knowledge that is the basis of the National Board of Public Health Examiners *Certified in Public Health* examination (<https://www.nbphe.org/>).

Furthermore, the Public Health major student learning outcomes will support and contribute to UW-Eau Claire's four liberal education learning goals: (1) Knowledge, (2) Skills, (3) Responsibility, and (4) Integration.

1. **Knowledge:** Develop knowledge about foundational public health concepts, including historical and emerging trends in the field.
2. **Skills:** Explain and apply qualitative and quantitative methods and approaches in the study of population health and disease prevention.
3. **Responsibility:** Identify and address factors associated with health disparities and communicate these across multiple audiences.
4. **Integration:** Integrate concepts and ideas from supporting disciplines to better understand and address public health issues.

The four liberal education learning goals are infused throughout the public health major. Specifically, the Knowledge goal is supported by student learning outcomes 1 and 2; the Skills goal is supported by student learning outcomes 3, 5, and 6; the Responsibility goal is supported by student learning outcomes 4 and 5; and the Integration goal is supported by student learning outcomes 4 and 6.

Assessment Objectives

The Public Health major will be assessed at the course and program levels. At the course level, specific learning objectives will be developed that align with the six learning objectives enumerated above. Specific assignments or experiences will be identified to assess whether students are meeting the learning objectives. Information from these assessments will then be

used to update and improve course content, teaching approaches, and other strategies to ensure that students successfully meet the learning outcomes. Quantitative and qualitative information from student course evaluations will also be reviewed for additional input on student learning and to ensure a high-quality learning experience.

At the program level, the Public Health major will be assessed alongside the Watershed Institute's other programs. A program-level assessment plan for the public health major will be developed by the Watershed Institute, reviewed by contributing programs and departments, and reviewed and ultimately approved by the University Assessment Committee. Annual program assessment reports are submitted to the Dean of the College of Arts and Sciences and the University Assessment Committee for review and feedback. The assessment report will be shared with each of the contributing programs and departments.

Student success will be documented by tracking student involvement in student-faculty research, service learning or community-based public health initiatives, participation in professional organizations, presentations at local, state, and national conferences, and other high impact experiences. Data will also be gathered from alumni to document employment and/or graduate school placements and to inform curricular adjustments, as needed.

Program Requirements and Curriculum

The B.A./B.S. in Public Health requires 120 credits, including a minimum of 36 credits for the UW-Eau Claire liberal education core (LEC), 36 credits for the public health major, with the remaining credits for the complementary second program (certificate, minor, or second major) and electives outside the major. The number of credits that can overlap between the Public Health major and the student's second program will conform to the college policy of the student's degree. There are no admission requirements into the program beyond those required for admissions to the university. All students in good academic standing will be eligible to enroll in the major. There are no non-course related graduation requirements.

The LEC specifies four learning goals comprised of 11 learning outcomes. Students can satisfy the LEC requirements through a combination of coursework (a minimum of 36 credits is required) and out-of-the-classroom learning experiences such as first-year seminars and experiences, student-faculty collaborative research, study and research abroad, and service learning. The Knowledge goal requires 7 learning experiences across the natural sciences (K1), social sciences (K2), humanities (K3), and fine arts (K4). The Skills goal requires 4 learning experiences across written and oral communication (S1), mathematics (S2), and creativity (S3). The Responsibility goal requires 4 learning experiences across equity, diversity, and inclusivity (R1), global perspectives (R2), and civic and environmental issues (R3). The Integration goal (I1) requires 2 learning experiences that apply knowledge, skills or responsibilities gained in one academic or experiential context to other contexts. Some of the major's core and elective course work also satisfy liberal education core requirements.

The 36-credit public health major consists of 22 credits of core courses (including a 3-credit capstone or cumulating experience) and 14 credits of elective courses as shown in Table 2. The credit load for the major and program design will encourage timely degree completion while encouraging students to engage in high impact experiences, including laboratory and applied learning experiences, internships, study abroad, research, and travel to conferences.

At UW-Eau Claire the College of Arts and Sciences offers the B.A./B.S. degree option and this opportunity will extend to students enrolling in the public health major. The B.A. degree

requirement is met by demonstrating language competency equivalent to a second semester (102 level) foreign language course. The B.S. degree requirement is met by demonstrating math competency at the Math 111 (Short Course in Calculus) or higher level.

Table 2: B.A./B.S. in Public Health Program Curriculum

Liberal education core		36 credits
Second program (certificate, minor, or major) and additional electives		48 credits
Public Health Major Core		22 credits
ENPH 115	Global Environmental and Public Health ^a	3 credits
NURS/ENPH 225	Introduction to Public Health ^b	3 credits
MATH 246	Elementary Statistics ^c	4 credits
SOC 310	Principles of Demography	3 credits
ENPH 3xx	Health Care in the US	3 credits
ENPH 450	Epidemiology	3 credits
ENPH 4xx	Culminating/Capstone Experience	3 credits
Potential Public Health Major Electives^d		14 credits
<i>Administration and Policy</i>		
ENV/GEOG 377	U.S. Environmental and Sustainability Policy	3 credits
ENV/GEOG 378	International Environmental Problems and Policy	3 credits
HCAD 302	Leadership and Management Practices in Health Services	3 credits
NRSG 212	Navigating Health Care	1 credit
POLS 301	State and Local Politics	3 credits
POLS 346	Public Policy in the US	3 credits
SW 100	Introduction to Social Welfare	3 credits
<i>Biomedical and Health Sciences</i>		
BIOL 214	Human Anatomy and Physiology I	4 credits
BIOL 250	Microbiology	3 credits
BIOL 314	Human Anatomy and Physiology II	4 credits
HCAD 222	Multidisciplinary Perspectives on Aging	3 credits
IDIS 301	Exploring Mind/Body Connections	3 credits
KINS 335	Introduction to School Health Education and Current Health Issues	3 credits
NRSG 385	Men's Health Issues	3 credits
SW 424	Alcohol and Other Drug Abuse	3 credits
<i>Communication</i>		
CJ 203	Fundamentals of Human Communication	3 credits
CJ 301	Intercultural Communication	3 credits
CJ 318	Topics in Communication and Social Advocacy	
CJ 470	Crisis Communication	3 credits

ENGL 409	Grant Proposal Writing	3 credits
----------	------------------------	-----------

Healthy and Sustainable Communities

ENV 101	Sustainability Basics and Beyond	4 credits
ENV 310	Sustainable Cities	3 credits
ENV 330	Waste & Society: Energy, Food & Efficiency	3 credits
GEOG 369	Geography of Food	3 credits
SOC 301	Environmental Sociology	3 credits
SW 290	Human Rights and Global Justice	3 credits

Quantitative and Qualitative Research Methods

BIOL 383	Statistical Analysis of Biological Data	3 credits
GEOG 135	Introduction to Geospatial Analysis	3 credits
GEOG 335	Geographic Information Systems I	3 credits
GEOG 337	Geographic Information Systems II	3 credits
MATH 345	Intro to Probability and Math. Statistics	4 credits
MATH 443	Experimental Design and Analysis	3 credit
MATH 445	Survey Sampling	2 credits
MATH 447	Nonparametric Statistics	2 credits
SOC 328	Sociological Data Analysis	3 credits
SOC 332	Sociological Research Methods	4 credits

Social Sciences and Humanities

AIS 343	Contemporary American Indian Communities	3 credits
ECON 280	Health Economics	3 credits
NRSG 389	Cross Cultural Health	3 credits
PHIL 306	Ethics of Health Care	3 credits
PSYC 353	Health Psychology	3 credits
PSYC 230	Human Development	3 credits
SW 315	Aging and the Aged	3 credits
SW 489	Social Work in Mental Health Settings	3 credits
WGSS 375	Ecofeminism and Environmental Justice	3 credits

Total	120 credits
--------------	--------------------

^a Satisfies liberal education outcome K2 and R2.

^b Satisfies liberal education outcome R1 and I1.

^c Satisfies liberal education outcome S2

^d At least 6 elective credits need to be 300-level or higher

Projected Time to Degree

A full-time student can complete the 36-credit Public Health major and all liberal education and university requirements in eight semesters with an average load of 15 credits per semester. This major may be especially valuable to part-time and transfer students interested in public health. Part-time students usually require more than eight semesters to complete their degree. Selection of the 36-credit public health major may not add as much time to completion compared to other majors with higher credit requirements. For transfer students, depending on the number of courses taken that apply to the public health major, there may be no time lost to graduation.

Program Review

Academic programs are reviewed every seven years at UW-Eau Claire. The review process includes an internal review committee composed of three faculty members and an external evaluator who reviews program documents and reports and who conducts a site visit. The perspectives and recommendations for improvement are then provided to the university's Academic Policies Committee and to the Provost for consideration. The proposed public health major may be included in the Watershed Institute's next program review, which is scheduled for 2020.

Accreditation

The proposed major fits naturally under the approved mission of UW-Eau Claire, the Watershed Institute and collaborating departments. Therefore, no separate Higher Learning Commission (HLC) approval will be pursued for this new program.